

DOCUMENT RESUME

ED 277 368

IR 051 638

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TITLE Literacy and Libraries: A Planning Manual.
INSTITUTION Lincoln Trail Libraries System, Champaign, IL.
SPONS AGENCY Illinois State Library, Springfield.
PUB DATE 85
NOTE 84p.
PUB TYPE Guides - General (050) -- Viewpoints (120) --
Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Education; *Adult Literacy; Community
Attitudes; Community Support; Financial Support;
Illiteracy; Library Collection Development; *Library
Materials; *Library Planning; Library Role; *Library
Services; *Literacy Education; Needs Assessment;
Publicity; Public Libraries; Surveys

ABSTRACT

Designed to help librarians and trustees make informed planning decisions concerning the development or improvement of library literacy services, this manual discusses the following topics: (1) the problem of illiteracy; (2) identifying adult new learners; (3) providers of literacy services; (4) the library's role in literacy activities; (5) cooperation with other providers of literacy services; (6) the community role; (7) making the decision to participate in literacy activities; (8) target groups for literacy services; (9) setting goals and objectives; (10) the availability of resources; (11) evaluating the literacy project; (12) publicizing library services; and (13) materials selection. Suggestions for further reading are provided for most topics. Five appendices include a selected list of publishers of adult education materials, a planning checklist, a sample needs assessment survey, a sample evaluation survey, and a levels of materials chart. (KM)

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Literacy and Libraries:

A Planning Manual

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Literacy and Libraries: A Planning Manual

By
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Lincoln Trail Libraries System
Champaign, Illinois
1985

Lincoln Trail Libraries System
1704 West Interstate Drive
Champaign, Illinois 61821
217-352-0047

This manual was produced with
Library Services and Construction Act
funds, Title I, administered by
the Illinois State Library

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Preface

This manual is the result of a need to help librarians and trustees make informed planning decisions concerning the development of library literacy services in the Lincoln Trail Libraries System area. This manual is one product of the Literacy Education and Awareness Project, a LSCA Title I grant funded through the Illinois State Library.

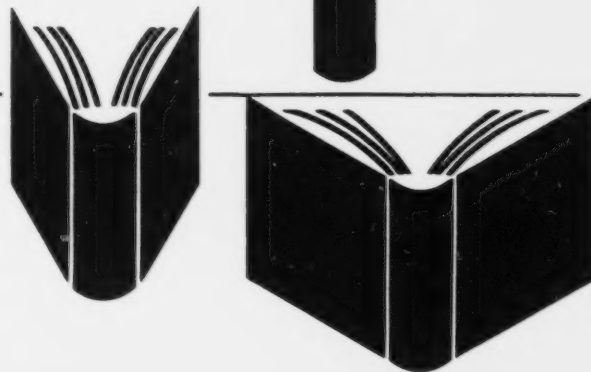
The primary purposes of the manual are:

- to help you decide if you want to be involved in literacy activities and
- to provide some planning guidelines for starting or improving services.

It is important to present some underlying assumptions in this manual. First, the author is convinced that library literacy activities need to be conducted, whenever possible, in cooperation with other adult education providers and interested organizations. No matter what activities a library chooses, all will be enhanced with cooperative efforts in the community. The second assumption is that libraries should be involved in literacy efforts in some way. What form this involvement takes depends on you, your resources, and your community. Hopefully, the manual presents several options for your library to consider.

In trying to decide whether to participate in literacy activities, two questions are often asked by librarians: 1) how do we select and organize literacy materials? and 2) how do we publicize library literacy services? For this reason, more detail is given in this manual about these two activities, even though they are not necessarily part of the planning process.

The Problem of Illiteracy



To begin working with any new segment of the population, the first step is to create guidelines by which to define it. This process could categorize people according to such criteria as age (children's, young adult, or elderly groups), functional impairments (handicapped groups), sex (special women's or men's programs), or location (rural outreach or persons stationed at specific locales such as prisons, hospitals, or nursing homes). Because illiteracy exists within every part of society, a more precise definition is required to define this special group.

DEFINITIONS OF ILLITERACY

Illiteracy, like many quasi-educational terms, is plagued with a multitude of definitions. The many interpretations of the term, and those of adult illiteracy and functional illiteracy, are often adjusted to the context in which they are used. Depending on the funding desired, statistics required, or

accountability, definitions are expanded or reduced to include or exclude program participants or target groups.

The dictionary defines illiteracy as the inability to read and write. While this seems to be a clear-cut criterion by which to sort people, it fails to include degree. An adult may be able to read and write at a first or second grade level, thus failing to fit into the group one might call illiterate according to this simple definition. Whether such a person is literate for the purposes of daily survival, however, is debatable.

The term functional illiteracy has become more widely used to overcome the black and white nature of the dictionary definition. If a person is functionally illiterate, he or she "is incapable of reading everyday job applications, balancing a checkbook or decoding a newspaper headline" (Williams, Buckley, & McDonald, 1984). This definition not only provides the "degree" of illiteracy missing in the dictionary definition, but also adds the concept of math as an integral part of literacy. This definition encompasses more fully the population considered illiterate in the U.S. today.

To complete our working definition of adult illiteracy, we need only define adulthood. Is an adult someone over the age

of 18? What about high school dropouts or older teens? These people cannot truly be classified as illiterate children, nor are they adults. For our definition, adult will include those persons over the age of 16, since this is the age at which the public education system normally is relieved of the legal responsibility to provide education.

Thus, the definition we have assembled to describe this new group of special services clients is a person over the age of 16 who cannot read, write, or do mathematical computations with enough understanding to perform basic survival functions in society with accuracy. This definition fits nearly 60 million of the 174 million adults in the U.S.--and this group increases by 2 million every year.

ILLITERACY'S EFFECT ON THE COMMUNITY

Illiteracy is a major social problem. Kozol (1985) estimates illiteracy's direct cost to business and taxpayers at nearly \$20 billion. Its association with poverty, unemployment, health problems, and crime is well known and the subject of frequent media attention. But more specifically, what is its effect on the community?

Because illiteracy limits employability, a majority of illiterate adults are economically disadvantaged. Their earning potential is limited, as is their ability to contribute creatively to the working community. Their unemployment or underemployment may also cause a financial drain on the community in terms of public assistance funding.

Illiteracy also hampers the individual's ability to improve his or her own life and the lives of family members. Characteristically, illiterate adults are unfamiliar with the channels or programs used by the literate population to solve problems (Hunter & Harman, 1979). If the landlord doesn't make repairs as promised or get rid of garbage or pests, how will the illiterate adult deal with this situation? How could he or she find out about available legal assistance or tenant rights? How could he write out his complaint? The Yellow Pages may be a mystery. The bureaucratic jargon encountered through social service agencies may be an unintelligible tangle. Problems that persist are due more to the inability to work effectively within the "system," rather than to a lack of motivation to improve one's situation.

Illiteracy is self-perpetuating. It is a cyclical family problem, descending to subsequent generations. Since

illiterate parents are unable to help their children with school work or provide a good example to follow, they often "pass on" poor learning habits and poor learning attitudes to their children.

Though illiteracy at its simplest is a distressing personal problem, it, indeed, affects the entire community. The current cost of illiteracy and its perpetuation to future generations place an enormous drain on current community resources and a lien on future community potential.

Identifying Adult New Learners

Who are the functionally illiterate? With numbers estimated as high as 60 million of 174 million adults in America, or one-third of the adult population, the functionally illiterate are all around us. However, more illiterates are found among the poor, racial and ethnic minorities, rural populations, persons of rural background living in urban areas, and those with less than a high school education (Hunter & Harman, 1979; Lanning & Many, 1966). Other groups frequently plagued by illiteracy include the elderly (white and non-white), the imprisoned and women. In addition, refugees and immigrants who cannot read and write in English are considered among the functionally illiterate.



This is not to say that the illiterate are found only within these groups. Two million illiterates are added to the count every year, over one million of whom are new high school

graduates. Many of these students find their way into the nation's colleges, and even graduate from college! They run into trouble later, though, when literacy demands of the workplace exceed their capabilities.

If illiterate people are indeed all around us, why can't we find them for our programs? Where are they hiding? The functionally illiterate do, in fact, hide. Because illiteracy is viewed as a social failing and is a humiliation to the illiterate person, many illiterates have developed complex coping strategies to deal with their lack of basic skills. Many carefully catalog verbal instructions or directions in their memories to avoid having to read on the job or take notes. Some carry eyeglasses in their pockets or always carry a newspaper or book, even though they cannot read them. Others learn their way around their neighborhoods and never go farther to avoid having to cope with street signs, bus schedules, and so on. Still others depend on a literate partner to help them cope with filling out forms, applications, etc. Rather than fill out the form at the location at which it was presented, they take it home and receive assistance, and then return the form the next day.

The techniques for hiding illiteracy sometimes make it difficult to "find" illiterate people, but they remain a large portion of the adult population. It is this large group that the library hopes to bring into the library for materials and assistance.

WHY DO WE WANT THEM TO USE THE LIBRARY?

Using the library can benefit this group in several ways. First, it can replace the often threatening facade of the school for the adult new learner. Their previous failures are not connected with the library atmosphere. The fact that people can come into the library for many reasons besides literacy services also can help this group. This may overcome the frustration and humiliation of having to advertise their disability by attending "special classes" they may see as catering only to people who have failed in the eyes of society.

The library also can help break the "hereditary" cycle of illiteracy. By taking children to the library, parents set a good example of not only using the library as a place to learn, but also as an information source. This may help establish a pattern of lifelong learning in the children and begin a belated pattern in the adult.

This population also can help the library. By attracting a new, large population, one larger than any single group the library already serves, the library's role in society may be seen as increasingly more important to funders of library services.

FURTHER READING

Selections for further reading apply to this and the previous chapter.

DiPerna, Paula. Functional Literacy: Knowledge for Living. New York: Public Affairs Committee, 1982.

Drennan, Ann, and Henry Drennan. "Rural Populations in the 1970s." Library Trends, (Spring 1980): 493-512.

Data on the illiteracy problem and its effects on the lives of rural people.

Guthrie, John T., and Irwin S. Kirsch. "The Emergent Perspective on Literacy," Phi Delta Kappan, 65 (January 1984): 351-355.

Illinois State Library. Illiteracy in Illinois: Selected Materials. Springfield, IL: author, 1985.

Kozol, Jonathan. Illiterate America. New York: Continuum, 1985.

Lanning, Frank, and Wesley Many. Basic Education for the Disadvantaged Adult. Boston: Houghton, Mifflin, 1966.

Northcutt, Norvel, et. al. Adult Functional Competency: A Summary. Austin, TX: University of Texas at Austin, 1975.

This is a summary of the U. S. Office of Education-funded Adult Performance Level Project. The study was designed to "specify the competencies which are functional to economic and educational success in today's population of the United States." The findings of this project are the basis of many of the popular definitions of "functional literacy" and are frequently discussed in the literature on adult basic education and literacy.

"PW Special Report: The Illiteracy Blight," Publishers Weekly, (May 24, 1985): 27-48.

Sanoff, Alvin P., and Lucia Solorzano. "It's at Home Where Our Language is in Distress," U.S. News and World Report, 98 (February 18, 1985): 54-57.

Wellborn, Stanley N. "Ahead: A Nation of Illiterates?" U.S. News and World Report, 17 (May 1982): 53-57.

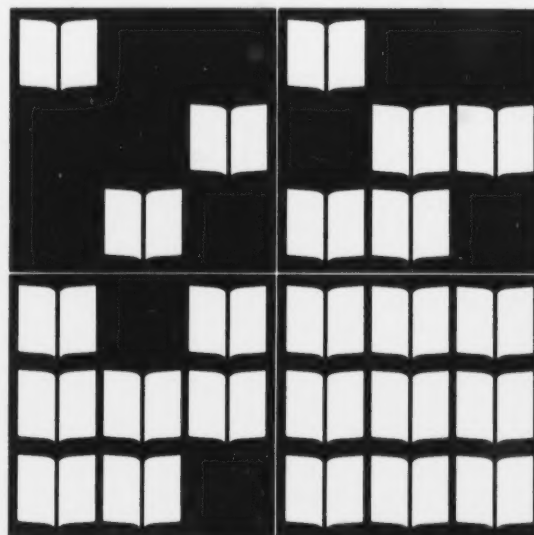
Williams, Dennis, Jerry Buckley and Dianne H. McDonald. "One-on-One Against Illiteracy," Newsweek, 104 (July 30, 1984): 78.

Providers of Literacy Services

Nationally, the attention on the need for literacy education has resulted in a cooperative venture between eleven national organizations, some of whose members are providing literacy education locally. Under the

leadership of the American Library Association, the **Coalition for Literacy** was formed in 1981. The goal of the group is to expand the learning resources available to the functionally illiterate. Membership in the coalition includes the American Association for Adult and Continuing Education, Contact Center, Laubach Literacy International, and Literacy Volunteers of America. The primary activity of the Coalition is an Ad Council campaign to recruit volunteers and a telephone service to provide information about local literacy activities.

While the National Coalition is fairly recent, local providers of literacy services have existed for several years, many gaining impetus in the War on Poverty efforts of the 60s. Every community



or region differs in who actually provides literacy services, and in some areas it may be an individual effort. Three primary providers are: community colleges or technical/vocational schools; adult education centers; and volunteer tutor councils.

COMMUNITY COLLEGES

offer, in addition to other college classes, adult basic education courses, preparation for high school equivalency exams (GED), and English as a second language courses. The focus is on group instruction, although one-to-one assistance is also a feature of these programs. Funding for these programs is a combination of federal, state, and local funding. Courses are offered on-campus or at selected outreach sites. The structure of the programs varies considerably, but all should be considered when planning literacy services. One distinction should be made, though, between providers and sites. It is common for one provider to offer services at a variety of sites, such as the jail, the library, or in factories. While you will want to identify these sites, your primary contact for cooperative activities will be the coordinator for these various outreach centers.

ADULT EDUCATION CENTERS

exist in non-school sites and often directly relate to training for employment. The courses offered are similar to the adult basic skills courses at the community college, and some offer English as a second language. The structure, governance, and funding for these centers varies across the United States, although in Illinois, funding for the centers comes from the State Board of Education. In some states these centers may be funded entirely by donations and staffed primarily by volunteers.

VOLUNTEER TUTOR PROGRAMS

for the most part, are affiliated with either Laubach Literacy International or Literacy Volunteers of America. The approach used by these councils is one-to-one tutoring at a council office or at churches, libraries, or homes. Volunteers are trained for tutoring either basic skills or English as a second language. Funding may be non-existent or come from donations, grants, or service organizations. United Way funds some volunteer councils.

Volunteer tutors are not necessarily affiliated with a

volunteer tutor council. Adult education centers and community colleges recruit, train, and use volunteers to aid in classroom work and one-to-one tutoring. In some areas, the voluntary tutor council also places volunteers at the community college.

OTHERS

Other literacy providers in your community could include churches, refugee centers, libraries, businesses, high school drop out programs, senior centers, jails, university extension, and colleges and universities--as well as individuals.

FURTHER INFORMATION

Reducing Functional Illiteracy: A National Guide to Facilities and Services.

Lincoln, NE: Contact Literacy Center, 1984.

Several national organizations are involved in literacy efforts. A selected list of these groups and their purposes follows.

COALITION FOR LITERACY
50 East Huron Street
Chicago, IL 60611

Group of national organizations working together to expand learning resources available to the functionally

illiterate; coordinating national Ad Council campaign on illiteracy.

AMERICAN ASSOCIATION FOR ADULT
AND CONTINUING EDUCATION
1201 Sixteenth Street, NW,
Suite 230
Washington, DC 20036

Professional organization for adult educators, including adult basic education instructors.

CONTACT, INC./CONTACT LITERACY
CENTER
P.O. Box 81826
Lincoln, NE 68501-1826

Nonprofit organization serving as a national information and referral clearinghouse in the area of functional illiteracy.

LAUBACH LITERACY INTERNATIONAL
1320 Jamesville Avenue
P.O. Box 131
Syracuse, NY 13210

Organization for volunteer tutors in reading, writing, and ESL for adult new readers; philosophy is "each one teach one."

LITERACY VOLUNTEERS OF AMERICA
404 Oak Street
Syracuse, NY 13203

Nonprofit organization formed in 1962 to combat the problem of adult illiteracy; primarily offers training and support of volunteer tutors.

The Library's Role in Literacy Activities

Each library involved in literacy activities offers a range of services appropriate to the community. This range of activities can be viewed as a continuum with three



parts: services, materials, and cooperative activities. The chart "Libraries and Literacy: A Continuum" (see following page), graphically portrays this concept. In general, the activities become more complex, more expensive, and more time-consuming as you move along the continuum. The chart only offers a structure for examining literacy alternatives; libraries might choose an activity anywhere in the continuum, depending on community need and opportunities.

While it is true that there is not a standard library literacy program, there are several categories of literacy activities that have been associated with libraries. The categories provide an overview of the activities and contain examples of the literacy projects reported in the literature. The list is not exhaustive.

LIBRARIES AND LITERACY: A CONTINUUM OF INVOLVEMENT

Materials

----->

Evaluate current holdings; collect available materials into a separate collection.

Identify other collections and area.

Select materials on the literacy problem.

Select additional materials to develop basic literacy collection of print materials for students, tutors, and instructors.

Expand collection to include audio-cassettes for ESL and videocassettes on topics such as unemployment, GED, etc.

Deposit collections at adult education providers' sites.

Expand collection to include micro-assisted instructional software.

Purchase duplicate copies of in-demand materials. Deposit at adult education providers' sites.

Services at Library	----->		
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Gather info on adult education opportunities for referral of questions.	Solicit funds for library literacy services.	Follow-up on referrals to agencies.	Tutor recruitment, training, and placement.
Provide space for tutoring, adult education classes.	Expand on info from each agency.	Produce bibliographies of materials.	
	Publicize literacy collection.	Workshops for staff on literacy.	
	Collect info on problem for resource file for advocacy/display.	Make presentations to community groups on problem and need for services.	
	Provide tours, orientation to adult education students.		

Cooperative Efforts	----->		
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Contact other providers regarding services, collections.	Publicize adult education providers' services.	Expand membership of coalition; formalize structure of the coalition.	Coordinated community awareness and recruitment campaign.
Meet with other literacy providers.	Form literacy coalition or council.	Solicit funds from outside sources for future coalition activities.	Publication of booklet on literacy services.
	Co-sponsor tutor training sessions.	Advocacy for literacy (public hearings, contact with legislators).	Produce newsletter about literacy problems and efforts in area.

COLLECTIONS

The types of materials purchased for the adult new learner include controlled-vocabulary print materials, audiocassettes (to teach English for new speakers of English or to relay information needed by adult new learners who cannot read), videotapes (basic skills programs, including Another Page, and employment series; usually used in conjunction with an instructor), and microcomputer software (basic skills, such as word recognition, writing, and comprehension, as well as math skills). These materials also are used by tutors and instructors. Teachers' manuals, teaching aids, and teacher instruction resources may also be provided by the library.

The role of providing print materials may be the most comfortable for libraries: it is something that libraries are used to doing. At the beginning of the spectrum, a way to start is with print collections. This would include leisure reading materials, texts, workbooks, and life skills or coping skills materials (consumer awareness, money management). Videocassettes and computer software are at the opposite end of the spectrum, partly because these are relatively new formats for libraries and are considerably more expensive, both in initial cost and

equipment needed for using the materials.

These materials are not always housed entirely at the library. Rotating deposit collections can be housed at adult education centers and tutoring sites. Another approach is to have several libraries in an area purchase a collection of materials to form a core rotating collection that libraries draw from or to have a library system provide this core collection.

FACILITIES AND EQUIPMENT

The library often provides space for one-to-one tutoring, tutor training sessions, basic education classes, and library visits. A separate room is not always required; it depends on the purposes of student and class visits. If possible, space to be used for one-to-one tutoring should be private.

Equipment provided by libraries in support of literacy programs parallels that provided to the general public. This primarily includes audiovisual equipment such as audiocassette recorders, video equipment, and microcomputers. The equipment offered by libraries reflects the types of materials selected by the libraries.

ADVOCACY FOR LITERACY

This category encompasses the information services of the library, as well as materials. The library is sometimes a source for general information on the literacy problem and what citizens can do to help solve the problem. This includes providing information on national and state legislation regarding literacy services, addresses of legislators, and displays focusing on the problem. An example of a cooperative advocacy effort is a public hearing or community meeting to discuss the literacy problem and identify services. The library Friends' group is sometimes involved in advocacy efforts.

PUBLICIZING LITERACY SERVICES

The range of offerings in this category is wide and encompasses many of the customary publicity efforts of the library. The library is a site for publicizing area literacy services, both within and outside the library. Display of posters and distribution of brochures is a frequently used approach. In addition, libraries may produce a literacy newsletter (often cooperatively

with another group) for adult new learners, tutors, instructors, or the general public. Traditionally, libraries have prepared bibliographies of literacy materials to be used by tutors and teachers and displays of materials.

Joint publicity efforts are typical of library literacy projects. This includes production of brochures on area services, sound/picture presentations, exhibits, and recording of public service announcements. Presentations to community groups and appearances on radio and television fit into this category.

Providing library tours and inservice sessions for adult new learners, tutors, and instructors is a form of publicity that helps to recruit new patrons to the library and inform previous users of new services.

Recruitment of potential students and volunteer tutors can be considered part of publicity activities. An increase in students and tutors is a desirable outcome of publicity efforts.

INFORMATION AND REFERRAL SERVICES

Two main activities are carried out by librarians in this category: 1) providing a liaison between persons in need of literacy education and community literacy programs, and 2) providing a liaison between potential literacy volunteer education tutors and area literacy programs. This liaison role varies in degree from providing the requested information to the patron to actually making the referral to follow-up on the results of the referral. Basic to this service is information about area literacy services and a public services staff which is aware of this information.

Programming is an alternative approach to providing information and is often used by libraries in their literacy projects. Program topics may include community services, school issues or child care. As with providing materials, providing the information service is prevalent in library literacy programs.

LITERACY TRAINING

The primary target groups for literacy training are library staff and volunteer tutors. Literacy training for library staff begins with

raising their awareness of the literacy problem, characteristics of the illiterate person, and the needs of the adult new learner. A second part of this training is providing information about literacy services and materials in the library and services available in the area. In some libraries staff participates in tutor training sessions as part of their job. Regardless of the extent of literacy services at the library, this education process for the staff is useful in sensitizing staff to the hidden handicap of illiteracy.

Libraries that are involved in tutoring or tutor training approach it mainly in two ways. First, the library can actually recruit, train, place and evaluate tutors on their own. Usually this occurs when no other agency offers this service, although sometimes separate tutoring services complement each other. Second, the library can assist a volunteer tutoring council or adult basic education program in publicizing the need for tutors and training sessions or it can cosponsor training sessions for tutors. By becoming part of the tutor training program, libraries publicize their literacy collections and indicate a willingness to work with tutors and their students.

In addition to the two primary audiences, librarians have participated in inservice sessions for adult education instructors. As with tutors, this encourages class visits to the library and use of library collections.

FURTHER READING

Appalachian Adult Education Center. Annual Report: The Interrelating of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models. Vols. I & II. Washington, D.C.: U.S. Office of Education, 1973.

Birge, Lynn E. Serving Adult Learners: A Public Library Tradition. Chicago: American Library Association, 1981.

"The Functionally Illiterate." In The Changing Role of Public Libraries: Background Papers from the White House Conference. Compiled by Whitney North Seymour, Jr. Metuchen, NJ: Scarecrow Press, 1980.

Heiser, Jane C., ed. "The Public Library in the Coalition Against Illiteracy." Public Libraries, 23 (Winter 1984): 107-123.

"Literacy Programs, Library," ALA Yearbooks Chicago: American Library Association, 1977-

Articles, many of which are authored by Helen Lyman, summarize library activities related to adult literacy education during the year covered.

Lyman, Helen Huguenor. Literacy and the Nation's Libraries. Chicago: American Library Association, 1977.

Lyman, Helen Huguenor. "Literacy Education as Library Community Service." Library Trends, 29 (Fall 1979): 193-217.

Schmidt, Susan. "A History of ABE Services in Public Libraries." Drexel Library Quarterly, 14 (October 1978): 5-13.

Smith, Ester Gottlieb. Libraries in Literacy. Volume 1-2. Washington, D.C.: Department of Education, 1981.

In the Beginning . . . Cooperation

Understanding the need for cooperation is a first step in developing a library literacy program. Cooperation in literacy activities is not strictly defined, but it means



knowing what resources are available for adult new learners, talking with the providers of these services, and working with these groups to effectively serve the adult learner.

Communication is the key benefit and activity of cooperation. In rural areas, this usually involves identifying resources beyond your own community, since the services may be headquartered in a more populated area. Talking with personnel from these organizations to find out what services they offer is only a part of the cooperation scheme. The other part is to keep them informed about what the library is doing to support literacy efforts. Integral to the process is keeping the communication lines open--over the telephone, in person, or by mail--to keep each other up-to-date on services and to allow for future joint

ventures that result from this cooperative approach.

Some communities--especially those that are the homes of several literacy providers--may form a literacy coalition or council or task force. This may be a cooperative group made up of representatives from educational agencies, including libraries, as well as other groups involved or interested in literacy such as businesses, service organizations and churches. The structure of these coalitions ranges from an informal organization that periodically meets to discuss current activities and future needs to a structured, non-profit organization which seeks funding for activities from dues, private and public grants, and/or community contributions. The councils are sometimes formed to coordinate services in a geographic area, such as the Illinois Champaign County Literacy Council. The purpose of this group is to promote literacy for all residents of Champaign County. The goals of this council are comparable to those of other councils. These goals can serve as an example to other groups and are:

a) to support and develop education and social services for people with literacy problems;

b) to inform people about educational and social services which are available to improve literacy;

c) to encourage voluntary citizen participation in the planning and delivery of services for people with literacy problems;

d) to increase community awareness of the need for and benefits of literacy;

e) and to form a network for sharing information about literacy issues.

BENEFITS OF COOPERATION

Why is it necessary to cooperate with other groups when providing literacy services? It certainly is possible to offer library literacy services without cooperative activities, but working with other agencies improves the library's chances of having a greater impact. Smith (1981) found cooperation with other agencies a characteristic common to library literacy programs. Many of the activities described in the previous chapter benefit from this communication process. For example, use of library materials will improve with referrals of students by adult education instructors and tutors, as well as class visits or on-site tutoring.

In order to refer patrons to other providers, the library needs to maintain information on programs in the area. This information can be found through communication with the literacy providers. The benefits of cooperation can be worth the effort. In a survey conducted by Lincoln Trail Libraries System in April 1985, librarians, library trustees, adult education providers and community and government agencies were asked in what ways cooperation could be beneficial in serving adult new learners. Some benefits cited were:

- Aid in materials selection
- Raising community awareness; increased publicity
- Sharing resources (personnel, money, materials)
- Referral and recruitment of students and volunteers
- Cooperative tutor training and placement
- Providing volunteers
- Sharing expertise
- Awareness of all services available.

One survey respondent summed up well a primary benefit of cooperation: "many minds focusing on one problem."

Another reinforces this with "any activity is beneficial; coordinated is better." Anderson (1984) summarizes that "one cooperates in order to generate more and better ideas, gain collective power, share ideas and things, help solve problems, develop relationships, get the job done more easily, develop trust and tolerance, and enhance creativity" (p. 76).

BARRIERS TO COOPERATION

Cooperation is not problem-free. Certainly there are barriers to cooperation. These include:

- differences in organizational structure;
- differences in funding sources;
- unfamiliarity with each other's activities and the people involved;
- concern about the time it takes;
- concern of diminishing or interfering with efforts of another agency;
- concern over possible loss of autonomy; and
- lack of experience in cooperative ventures.

While not all barriers will come tumbling down with the first telephone call, communication is the key to overcoming these problems. Understanding the structure, funding, and activities of an organization, acceptance of the differences, and a willingness to work within these constraints, are part of the cooperating process. Lack of time is a problem not unique to libraries. All involved most likely will want to start small, building communication channels that may lead to joint activities in the future. Convincing others of the useful role libraries can play in literacy is an educational process, and like other learning, it will require time and continued attention. On the other hand, other agencies may see the library playing a more active role than the library envisioned for itself.

One potential barrier is the feeling that another agency may be competing for the same clients. In the case of literacy, the problem is so big that, unfortunately, there are more than enough potential clients for each agency. Kozol (1985) states that all of the literacy programs currently operating combined are reaching only 4% of those who need help--and 2 million are added to the group annually.

Anxiety over possible loss of autonomy can be a barrier to cooperation. In literacy efforts, however, each agency continues to serve its targeted audience, and the cooperation does not affect the funding, governance, or resources of each group.

Finally, cooperation is not necessarily a skill that one learns. Instead, it is more a continual effort to share ideas, an open communication style, and a willingness to keep trying to make it work.

Two other questions come to mind when discussing cooperative literacy efforts:

- 1) Do you need to form a council to conduct cooperative efforts? and
- 2) Who should cooperate?

The answer to the first question is NO. Cooperation does not necessarily mean that you formally meet with other providers through a structured organization. This is especially the case in a rural setting where the nearest direct adult education provider may be miles away. Cooperation in this instance requires ongoing gathering and providing of information about literacy services. Beyond this, however, non-educational organizations and interested individuals in the community can cooperate in assuring that educational

opportunities are available for adults either through an awareness and publicity campaign, funding, hosting outreach classes, or actually starting a tutoring program. The absence of an adult education provider (except the library) should not rule out cooperative efforts in a community. In communities with more literacy providers, libraries may want to pursue a more structured coalition to conduct joint projects.

Who can participate in cooperative efforts? Actually, the answer should be "anyone and everyone"--anyone who is interested and concerned about illiteracy and everyone who wants to be involved in combatting the problem. Realistically, the core group consists of the providers, primarily community colleges, adult education centers, volunteer tutor councils, and libraries. Beyond this, the group includes representatives from government agencies such as Job Service and Public Aid who may interact with illiterates and community service organizations such as Altrusa Club, Lions Club, Rotary, and PTA, who may become involved in providing volunteers or funding. Business and industry representatives often participate because of an awareness of the need for literacy services in their businesses and a willingness to financially support activities.

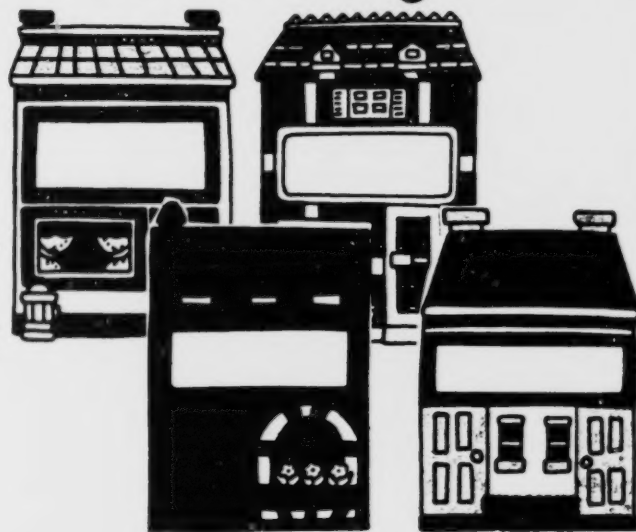
These agencies, combined with individuals concerned about the problem (and including adult new learners), are all potential members of a literacy coalition.

FURTHER READING

Anderson, Dorothy J.
"Competition and Cooperation as Communication Strategies for Library Managers." Drexel Library Quarterly. 20 (Spring 1984): 73-87.

Lyman, Helen Huguenor. Literacy and the Nation's Libraries. Chicago: American Library Association, 1977, pp. 30-44, 139-145.

Looking at Your Community



As discussed earlier, illiteracy is a problem across the United States that affects all communities and all types of people. Because illiteracy is really a "hidden handicap," it is difficult to say exactly what the extent of the problem is locally. Therefore, you need to look for indicators of the extent of the problem in your area. The first step is to assume that the situation in your community is similar to the national picture--ranging from 20 to 35% of the adult population. To help localize this information, check four main sources: census records, school reports (including dropout rates), local media, and adult education providers.

One indication of the extent of the problem is found in the census records under number of years of education completed (usually by county). The categories are less than five years or less than eight years completed. School reports are also a data source on the educational level of the community, especially

regarding the dropout rate. Remember, these are indicators of the problem only. Few years of education completed does not necessarily mean the person is illiterate, just as completion of school does not mean the person is literate. But the figures are one more piece of information about your community.

Given the recent national attention to literacy, the local newspaper, radio, or television station may report on the situation in the area. Noting information from these sources can not only provide information on the extent of the problem locally, but may also give insight to the community interest in literacy activities.

Adult education providers are likely sources of accurate information about their target audiences: adult new learners, including those for whom English is a second language. Talking with administrators of these programs will help to round out the picture of the problem in your area and will be a first step toward future cooperative ventures.

COMMUNITY ATTITUDES

Assessing community attitudes about literacy can be done in a variety of ways. One approach is to survey community leaders and decision makers regarding literacy and the need for

literacy services. This can be done through a written questionnaire (see Lincoln Trail Libraries System Survey in Appendices) or structured oral interviews either by telephone or in person. A second approach might be a public hearing or informational meeting on the topic of illiteracy.

A third approach is to study the local newspaper and other forms of media to see what coverage is given to the topic and what activities are occurring in literacy in your community. All these approaches can be as simple or complex as resources allow. Precision is not the key factor here; rather you are trying to get a general idea of the community's attitudes toward the problem and need for solutions.

At a recent conference, Jane Heiser, Enoch Pratt Free Library, recommended that you approach this process in two ways: with a letter and a telephone call. From informal discussions with library staff, key personnel resources are identified in the community. Then a brief letter explaining the library's concern and including questions the library has is sent to these key personnel resources--but no reply is expected (see sample letter on next page). Instead, telephone about a week later to discuss ideas and concerns. This opens the lines of communication, gets the other

Date

Name of Contact Person
Agency
Address
Town, IL Zip

Dear (Contact Person):

In keeping with our mission to provide library services to all members of the (Name of City) community, (Name of Library) is looking at a variety of ways to serve functionally illiterate adults in our area. Because of your role as a primary provider of services to this group of people, we would like to share our ideas and gather your thoughts about how the library can best meet the needs of this ever-increasing population.

Be it through independent efforts on our part, or better yet, cooperative efforts with literacy service providers such as (Name of Literacy Service Provider), our goal is to extend our services in the most efficient and helpful way to this special group of patrons--adult new learners.

(Name of person or "I") (Person's Title) will be contacting you within the next week to set a time to discuss our individual and mutual objectives. We hope that through our discussion and possible future cooperative efforts we can better meet the needs of these new readers.

Sincerely,

(Name and Title)

agencies thinking about the library's role, and gives you a picture of the community's attitudes about literacy.

Do not forget that assessment of these attitudes includes the library. It is essential in planning a library literacy program that you determine what the staff attitudes are toward such a service. Since support of the board of trustees is necessary in these programs, their attitudes and perceptions of the problem need to be explored as well.

Why do you want to determine these attitudes? In a 1981 government report on libraries and literacy, the author identified lack of awareness of the problem of illiteracy as a primary obstacle to offering literacy services. Identifying incorrect assumptions about the literacy problem will help you in targeting your publicity about the need for services and, ultimately, will help you in soliciting funds for literacy activities.

One final note about assessing community attitudes: at the same time you are doing this you are also raising the consciousness of the community leaders that there may be a problem and that the library may be part of the solution to the problem. This makes them more alert to the problem and receptive to additional information on the problem.

CURRENT PROVIDERS OF LITERACY SERVICES

At the same time you are trying to assess the community attitudes, you can be gathering information about who are the literacy providers in the community and the services they offer. Things you might ask about include: eligibility requirements, costs, range of services, and a contact person. In addition to this, examine any community services directories for listings of possible providers, as well as in the telephone book in the Yellow Pages under "Social Service Agencies." Review the list of possible providers in the "Providers of Literacy Services" section. Look for the listings of these offices and call or write to see if these agencies are offering literacy services in your area. Often times, the literacy providers serve a larger geographic area than just one community. This would require exploring the resources listed above in the county seat or major municipality in your area. Hopefully, your library, with its reference files on local community services, will already include information about these programs.

LOOKING AT THE LIBRARY

Part of this assessment will include looking at what the library is doing in this area--self-study if you will. A logical place to start is to examine carefully your collection to see where you stand regarding materials appropriate to serving adult new learners. Another area to explore is the extent to which the library is referring students and tutors and the extent of the referral information at the library.

You will also want to examine the physical environment of the library to see what barriers may exist for this clientele. These barriers can include the building itself--does the library project a formal, institutional image or an informal, friendly one? Most libraries cannot easily change this exterior image; rather, it is important to bear in mind that entering the library can be a major barrier for the adult new learner.

What this means for planning is that activities need to be designed to bring students into the library either through class visits, sessions with tutors, or family programming. It means that library employees--when visiting classes or meeting with students that do come to the

library--need to project an inviting, non-threatening image. While most would conclude this is common sense, we all need to be aware of the extra effort needed to bring adult new readers into the library for the first visit. Related to the exterior of the library, assess how easy it is to find the library. Is it clearly identified as the library, with good signage out front? Are signs with the library symbol used to direct people to the library?

Within the library, one of the main barriers many libraries present is the dependence on words to identify the various services. Consider using pictorial symbols in conjunction with the words, for example, a large question mark over the information/circulation desk or drawings of records and tapes over the sound recordings collection. Some libraries have used a distinct symbol to identify their literacy collection. This symbol can be used to identify the location of the literacy materials either as a separate or integrated collection in the library. The location of the separate literacy collection can be a barrier. Is it hidden behind the reference desk at the end of the telephone books? Do patrons need to ask where the collection is or is it visible and clearly identified? (See also section on organizing materials.)

Assessing library procedures also is part of the needs assessment process. Can procedures be simplified? Often a review of these procedures is an awareness session for library staff. How many things does a person need to do to get a library card? They need to be able to provide the required information such as name, address, etc., but also need to be able to read the form and understand the instructions. While no one would suggest doing away with library card registration, libraries can be flexible by allowing people to take the form home or by providing tutors and instructors with forms to be filled out as part of a learning activity. Sensitizing the library staff to all these barriers is one of the first steps in becoming involved in literacy efforts.

as the library becomes involved in literacy activities. One thing to consider when describing this gap is that it may not be a lack of activities, but perhaps a lack of communication among providers or a need for more cooperative ventures to extend available resources.

GAPS IN SERVICE TO ADULT NEW LEARNERS

Having identified the extent of the problem and the services offered, the next step is comparing what services are available to what services are needed. By identifying this discrepancy, you have taken the first step in developing possible activities for the library to help fill this gap. Once again, this is only a general picture which will change and become more focused

Making the Decision

Before embarking on the details of what the library's literacy effort will be, a conscious decision needs to be made to participate in literacy activities. At this point, the library should have:

- background information on the illiteracy problem, especially the extent in your community;
- an idea of possible library literacy activities
- perceptions of community and staff attitudes on literacy and library involvement in literacy;
- information on literacy providers in the area;
- an evaluation of present library literacy resources; and
- identification of gaps in literacy service or the need for improved services.

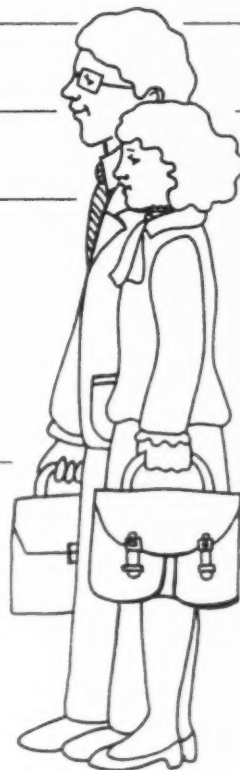
Based on this information, the library staff and administration (including the library board) are in a position to decide whether the library will become involved. Once the decision to



participate in some way has been made, then the rest of the planning process can take place. Specifically, the library will need to:

- identify their target audience;
- set goals and objectives based on the activities to be carried out;
- decide on resources required for the services; and
- determine the evaluation steps for the project.

Who Will You Serve?



Potential target groups for
library literacy services
include:

--the **ADULT NEW LEARNER**, ranging
in reading/writing/math skills
from 0 to GED (high school
equivalency) and including those for whom English is a second
language. For new speakers of English, identify their native
language, e.g., Vietnamese, Spanish;

--**LITERACY SERVICE PROVIDERS**, primarily those involved in direct
instruction, such as adult education centers, community colleges,
and volunteer tutoring councils;

--**FRIENDS/FAMILY** of the illiterate adult, who are in a position
to help that person or to refer that person to a literacy program;

--the **COMMUNITY**, especially for the purposes of making the
residents aware of the problem and the need for community support

to solve the problem,
volunteering, providing funding,
and advocating for literacy with
legislators.

In reality, library literacy
activities touch all these
groups; however, the activities
you plan should be tailored to
each of these groups. For
example, providing materials is
aimed primarily to adult new
learners, although the library
might choose instead to focus on
materials to help other literacy
providers. A public forum on
illiteracy is particularly
useful for raising community
awareness, but a presentation on
library literacy services may be
more appropriate for adult
education providers. Volunteer
recruitment activities are
focused on friends and family,
as well as the community at
large.

The main point here is that
when planning activities, you
want to keep in mind the various
constituencies the library is
trying to serve. All activities
offered will probably contribute
to community awareness, as
publicity about other events
will be seen and/or heard by
residents in your area.

Setting Goals and Objectives

The library literacy project relates directly to the overall goals of the library. In particular, the library literacy program will help the library meet the educational needs of its constituency and provide information to patrons. Incorporating the literacy program into these basic goals of the library will help make the program an ongoing service of the library.



Within this framework are long-term statements of the literacy program's purposes. These statements will vary depending on the literacy activities chosen by the library. For example, a library may select one or more of the purposes below:

To provide library service to adult new learners equivalent to services offered other residents.

To raise community awareness about the literacy problem.

To provide materials for adult new learners and adult education providers.

To cooperate with other literacy providers and interested groups in providing literacy services.

To publicize literacy services and the need for such services in the area.

To collect information on adult education opportunities for referral of potential students and volunteers.

Objectives are used to help measure progress being made toward meeting the library's goals. They are usually related to a specific activity or outcome, are measurable, and include a time element. Objectives are revised periodically, since they include a time frame. Activity objectives relate to the strategies the library will use to meet the program's goals. Examples of activity objectives are:

To develop a literacy collection for adult new readers of at least 50 print items by (month, year).

To purchase 10 audiocassette lessons for new speakers of English by (month, year).

To recruit, train, and place 15 volunteer tutors by (month, year).

To meet with other literacy providers at least twice annually, beginning in (year).

To make available a microcomputer and five basic skills software packages by (month, year).

Ideally, a library wants to measure outcomes of the program or changes brought about by the services. Behavioral changes are the most difficult to measure. If the library becomes involved in tutoring, changes in reading level might be a valid behavioral objective of the program. Other outcomes, however, can be measured. Some examples of these are:

To circulate at least 25% of the print literacy collection by (month, year).

To increase the size of the literacy collection by 10% by (month, year).

To improve the placement rate of volunteer tutors by 10% by (month, year).

To increase the number of student referrals by 20% by (month, date).

To increase the materials availability rate by 5% for the literacy collection by (month, date).

Many of these types of objectives require collection of information twice--at the

beginning and at the end of the time period specified. For example, to measure the increase in the number of student referrals, the number of referrals currently made are recorded, as well as the number after the specified time period.

The plan for a library literacy project--including the objectives--will improve over time. Refining, revising, and evaluating the plan for literacy services is an ongoing process which strengthens the literacy program.

The format of the literacy plan, including how the objectives are written, is not as important as considering the questions of what will be done, what outcomes are desired, how the outcomes will be measured, and what the timeline for the project will be. Charting these items may prove a useful approach to setting objectives.

<u>Activity/Outcome</u>	<u>Measures</u>	<u>Time Frame</u>
1. Develop a literacy collection	-number of items	month, year
	-number of items selected in cooperation with other providers	
	-number of deposit collections established	
2. Improve use of the literacy collection	-% of collection circulated	month, year
	-number of reference questions answered using the collection	
	-number of requests for location of the collection	
	-amount of in-house use by tutors	

Resources



An underlying concern when planning library literacy projects is the availability of resources--primarily personnel and money. While local resources will vary, a few suggestions follow on possible sources of both these things.

PERSONNEL

Personnel for library literacy activities will come mainly from two sources: the library staff (existing or additional) and volunteers. Prior to becoming involved in literacy services, the library director needs to determine the extent of interest in the program by the library staff.

When setting the goals and objectives for the project, the director (and board in the case of public libraries or administration of schools, colleges or businesses) needs to consider the project objectives in light of the overall library

objectives. Are these objectives additional or will they be a priority which will require adjustment of other library services? Lyman (1977) sees making the literacy objectives among the top priorities as the key to committing current staff to the project. As an alternative to this, libraries may choose to hire additional staff to carry out the literacy program, which requires additional funds. In reality, current staff will also become involved with this effort through the public services work, supervision of an additional staff person, and technical services.

In conjunction with library staff involvement, library literacy programs rely on volunteers to carry out some of the activities including conducting tours, tutoring, recruitment, producing publicity pieces, fund raising, and writing materials for adult new learners. The key phrase here is "in conjunction with library staff." While volunteers may carry out the day-to-day activities, staff will be involved as links to the library and coordinators of volunteer efforts.

Volunteers--like students--need to be recruited for specific literacy activities. Potential volunteers might be contacted through library friends groups, service organizations, volunteer bureaus, Retired Senior

Volunteer Program (RSVP), college students, and staff. Individuals also are recruited via traditional publicity--posters, newspapers, and radio; some libraries advertise for volunteers in the want ad section of the newspaper. Service organizations, in addition to being a source of individual volunteers, may "adopt" the library literacy project as a club project. Since late 1984, an advertisement campaign prepared by the Ad Council for the Coalition for Literacy focused on recruitment of literacy volunteers. Localizing this national appeal will aid in volunteer recruitment.

FUNDING

The amount of funding needed for a literacy project will depend on the activities chosen and the size of the library. Three potential sources are: the local library budget, donations, and grants (private and government).

The local library budget will either be increased to cover the new literacy activities or be revised to fund personnel and materials out of existing accounts. For example, when examining the current budget, consider what percentage could be spent from the materials budget for literacy resources or the printing budget for publicity items.

Convincing the funding source of the need for funds to carry out literacy activities most closely ties into the advocacy activities category.

Information about the extent of the problem, gaps in services, and the need for a literate population for the library's survival can be powerful arguments for increased funding, especially if others in the community support the library's efforts. This support is a benefit of cooperation with other groups. These people can be major supporters for the library's funding request, citing how the library's involvement is important to their clientele, as well as the general public.

Donations from individuals or organizations can provide the impetus to start or improve library literacy projects. Local organizations may be contacted for gifts, given that the library staff have identified specific needs and the cost of each item. Donors like to see the tangible results of their donations. The art of fund raising is better explained in other sources, but some basic steps to keep in mind are:

- Contact organizations/ individuals in writing regarding the literacy problem and what the library is trying to do. Include a sentence that indicates a

person representing the library will be in contact with them. Additional information can be sent along with the letter, but it should be concise and to the point.

- With organizations, consider asking to speak to the group at a regular meeting. Presenting your case in person and then making the request for funds personalizes the approach.
- Do some homework prior to requesting donations from an organization. How big is their budget? What size gifts were made prior to your request? This keeps your request realistic and shows that you did some background work.
- Follow-up, follow-up, follow-up. Even unsuccessful bids for gifts should be followed up, especially when dealing with organizations. Group leadership changes and funding varies. Keeping the library's name active with the group will pay off in the end. For those who did donate, thank them and recognize their efforts publicly. After a period of time, report back to the group about the effect of the gift on library service.
- Use the "transfer of trust" approach. When approaching a group, try to locate a personal contact within the group that you know or a

person you know who knows someone in another group. Ask that person to introduce you to key people or make preliminary contacts for you. This may be "a stamp of approval" for your library. The trust your contact has in you and your organization is transferred to the next person. Transfer of trust might be referred to as the "old boy" (or old girl) network. Become part of that network and make it work for your literacy project.

Soliciting funds through grants--private and public--involves many of the same principles discussed under donations. Grant funds are available, and it requires some background research into potential sources. The federally-funded Library Services and Construction Act grants, administered through the State, have been a catalyst in the development of literacy projects. States such as Illinois and California are beginning to make literacy a priority, making additional grants available to educational groups and libraries.

Successful proposals often require evidence of cooperative planning with other agencies; providing this evidence on all grants improves the likelihood of funding.

Grants from private foundations can assist the library in meeting its literacy

objectives. Homework about possible sources begins with publications of the Grantsmanship Center, available within each state (in Illinois, 312-726-4882) and accessible through online databases. Two key points to consider with grants: never use a scattergun approach with foundations and always follow to the letter the grant guidelines provided by the group. Tailor your appeal for funds to the foundation, trying to match the objectives of the literacy program to the objectives of the foundation; this is the place for creative approaches and appeals. On the other hand, when interpreting the grant guidelines and specifications, curb the urge to be too creative. Make sure all specifications are met, using the guidelines as a checklist to assure compliance with all requirements. It is appropriate to request copies of successful grants to see how others followed the guidelines. The fewer the guidelines provided, the more flexibility the library will have in presenting the case for the literacy project.

Although not always a source of direct funding, library systems often are sources for services or materials for literacy projects. Direct cash grants, provision of literacy workshops, consultation services on literacy, and purchase of literacy materials illustrate how systems can be supportive of local literacy efforts. The system also can play a key role

in identifying other funding sources, especially grants.

The process of locating resources for the library's literacy efforts is a continual one. Successful utilization of resources is a big factor in soliciting additional resources. Showing potential funders that the library can carry out a project means that additional funds will probably be used as wisely and that funders will see results from the money.

Evaluation



One might question why a section on evaluation is part of a literacy planning manual. The main reason is that, like the rest of the literacy project, how and what you will evaluate need to be determined before your project begins, not after. Also, in order to measure changes brought about by the project, information often is collected at the beginning for comparison later to data gathered during the project. Planning the evaluation process will help you identify the resources needed to carry out the evaluation and data needed for the evaluation. It is important to note that evaluation should occur throughout the project to allow for changes as needed to improve the program, as well as to justify continuation of the services.

WHAT DO YOU MEASURE?

The objectives of the literacy project usually serve as a basis for the evaluation. In other words, did the library accomplish what it set out to do? Measures most commonly used are:

--use of the library collection and equipment (e.g., amount of circulation, percent of use);

--use of library literacy services (e.g., number of library tours, use of meeting room, number of requests for information on literacy, number of referrals);

--level of cooperative activities (e.g., number of contacts, number of joint activities, number of referrals);

--certification by librarian or project director that the project met its intended goals;

--level of publicity efforts (e.g., number of brochures distributed; amount of air time; column inches of newspaper coverage);

--number of tutors recruited, trained, and placed;

--changes in library operations and budget (e.g., longer circulation periods, addition of follow-up process on referrals, additional funds solicited for project).

Determining the impact of the project on targeted audiences is one of the most difficult things to measure. As a result, few programs evaluate this aspect of the program. It is important, however, to attempt to measure this impact. For

example, adult education providers and tutors can be queried about their satisfaction with the library literacy program and perceived benefits of the cooperative efforts to their programs. An example of an attempt to do this is the survey used by Arrowhead Library System, Janesville, Wisconsin (see Appendices).

Measuring the impact of the program on adult new learners is even more difficult. If, for example, the library cosponsors tutor training, improvement in teaching skills is a possible measure of the impact of the service on the tutors. Another measure could be increased use of the library and types of materials by a new reader or tutors. The measurement difficulty here is that staff are not necessarily able to identify a new learner, so substitute measures are used, such as use of the collection, number of class visits to the library, and so on.

Instead of measuring the total effect of the program on new readers, illustrative cases can be described. Oral interviews with students, conducted by library staff, tutors, or instructors, can probe for examples of changes in library use by students or changes in their perceptions of the library. Barss, Reitzel and Associates (1972) designed an oral interview to attempt to measure this impact. Although

its complexity makes it difficult for most libraries to use, the interview questions might provide some suggestions of behavior changes such as increased use of print materials that are indications of the library's impact on the adult new learner.

SOURCES OF INFORMATION

It is crucial during the planning stage to determine what data the library will need to evaluate the project. This helps to assure that the necessary information is gathered throughout the project, and data are identified that need to be collected at the beginning of the evaluation cycle. An example of this would be current circulation of literacy materials or numbers of requests for literacy information.

Sources of information for the evaluation can include an activity log, results of surveys, circulation/reference statistics, results of interviews, and anecdotes of individual successes in the library.

The activity log can be a combination of numbers and narrative about what occurred during the project. For example, separate pages in the log could be created for:

- a record of telephone calls and meetings with literacy providers (date, brief summaries);
- programs at the library (topics, attendance, date, evaluation results);
- notes on newspaper coverage (length of stories in column inches with copies of articles) and radio/television publicity (amount of air time);
- anecdotes reported by staff, literacy providers, and patrons about the library's effect on students (brief, written description); and
- presentations made by library staff (topics, attendance, date).

The use of an activity log reduces the need to guess at the level of activity and provides a convenient source of information to monitor progress toward meeting the project's objectives. Short notations are used in the activity log, accompanied by dates, and those items that can be tabulated are periodically summarized. Evaluation becomes less of a chore when information does not need to be gathered retrospectively from numerous sources.

The other source that needs further explanation here is the anecdote. The Appalachian Adult Education Center project, conducted in the early 70s in rural areas, saw the need to combine numerical records with more human interest results. They used stories shared with instructors and library staff as "case studies" or concrete examples of what impact the library program was having on the illiterate adult. This type of anecdote could be used in publicizing the program. In this case, a few words can say more than a thousand numbers. The only caution is that this should not be the primary source of evaluation data, but rather a supplement to other measures.

Enthusiasm for carrying out the activities of the project often results in little emphasis on evaluation. To avoid this, it is important to consider evaluation during planning, identify measures based on your program objectives, and keep the data collection simple. The evaluation process can gradually be more complex as the project grows. While evaluation is a necessary part of library literacy programs, the gathering of the evaluation data should not interfere with or take priority over the services being offered.

FURTHER READING

Appalachian Adult Education Center. Annual Report: The Interrelating of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models. Vols. I & II. Washington, DC: U.S. Office of Education, 1973.

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Publicizing Literacy Services



One of the main concerns of literacy projects is how to encourage adult new learners to come to the library.

Publicizing the library's literacy activities is not only necessary for community awareness, but also for encouraging use of the library collection; recruiting students and volunteer tutors; soliciting additional funds; and promoting other literacy services in the area.

Publicizing library literacy services is similar to publicizing other library activities with one key difference: the need to transmit the message orally to the illiterate population. All publicity efforts should be geared toward generating word-of-mouth referral to the library and other literacy providers.

A literacy publicity campaign, however, will use the print media in its efforts. The print materials--newspaper coverage,

posters, brochures, and bookmarks--will get the message out to the literate community, potential funding sources, other literacy providers, and friends and families of the illiterate adult. It is, however, easy to fall into the trap of assuming that print is the primary direct approach to the adult in need of literacy services. Consider the error in this bookmark which reads: "If you can't read this, contact the following agencies for help...."

Certainly radio and television should be used whenever the opportunity arises for public service announcements, news/feature coverage, and appearances on talk shows. But personal contact is the most effective in reaching the providers and the students. This includes speaking to community groups, tutor training and instructor inservice sessions; visiting basic education classes; inviting classes, tutors and their students to tour the library or hold classes there; and being sensitive to the needs of the adult new learner when providing service to those who do visit the library.

There are probably as many examples of publicity activities as there are library literacy programs. Three examples are given to demonstrate effective approaches.

LITERACY AWARENESS

Often times, cooperative literacy councils will proclaim a literacy awareness week or day (similar to National Library Week) to focus media and community attention on literacy services. One day that could be observed is World Literacy Day on September 8.

Activities could include a public hearing on literacy, a proclamation by the municipality or township; open houses at providers' sites; recognition of volunteer tutors and student efforts; a parent-child read-a-thon for the week or 24-hour period at the library; visits to basic skills classes; exhibits at businesses; turning off the TV for a day; or a joint workshop for literacy providers. The efforts all lead to awareness of the problem and services and facilitate recruitment of students and volunteers.

HOTLINES

Some areas have designated a central number for people to call to find out about literacy services or volunteering. Nationally, the Contact Literacy Center has a toll-free number (800-228-8813) people can call for referral to local agencies. Some states--notably Illinois--have

set up a state-wide "hotline" (800-321-9511) for handling Illinois requests. This regional approach allows for more detailed information about each provider and for follow-up activities. The Minneapolis-St. Paul area has a basic skills hotline that provides information on literacy services, refers students and volunteers, and follows up on the referrals made. Even in a community with just a few options, a central number can be simpler to use and can help cement the cooperative efforts in a community.

HUMAN INTEREST

One of the most powerful methods to deliver a message is by anecdote--the absorbing human interest story. An example of such a human interest story is the one featured in a Mattoon, Illinois newspaper (see following page). Better media for such direct targeting, of course, are radio and television. This helps reduce the anxiety others may have about going back to school. Seeing that others have had the same problem and that they overcame it is a powerful incentive.

If used together, these three approaches can interact, multiplying the persuasive effects of each element in the campaign. They also target

all three audiences--volunteer tutors, friends and family, and functionally illiterate adults themselves.

It is important to remember key benefits each target audience receives from its involvement. The volunteer tutor earns a sense of accomplishment, heightened self-esteem, and a feeling of involvement with his/her world. Friends and family who guide the illiterate adult into and through the program receive similar rewards, as well as the satisfaction of helping someone important to them. The adult learners, of course, learn a new skill and gain self-esteem.

While seemingly obvious, such key benefits must always be the focus of any campaign. Adult learners do not acquire a new skill for its own sake; they acquire it for the benefits it provides: self-esteem, the satisfaction of accomplishment, or in the case of the illiterate adult--a greater capacity for coping in a complex, information age.

Former high school 'tough guy' faces reading handicap, finishes education

By SHARON HARGIS
JG Lifestyle Editor

MATTOON — Terry Walker of Humboldt has lived with a fourth-grade reading level since he quit high school in 1964.

It hasn't been easy for the 39-year-old Lake Land College custodian. An admittedly shy person, much of Walker's timidity stemmed from his reading handicap, a secret he kept even from his own family.

Two years ago, unemployed and facing more job application forms than he could handle, Walker decided to do something about his problem. He went looking for help.

Walker entered the adult basic education program at Lake Land College. After months of tutoring and a lot of hard work at home, he passed his General Educational Development (GED) exam on Feb. 15, 1984.

Walker's problem first became apparent when he was held back in the sixth grade because of reading and spelling difficulties, he said.

"No one offered to help me. Back then teachers just pushed you through to pass you to another grade," he said. "In junior high, they put me in a special class with other kids who were having trouble. It wasn't much different though to me than a regular class."

The youngest of five children, Walker was born in Arcola, a son of Jack and Dorothy Walker. The family moved to Mattoon when he was five years old where his father ran an auto body shop.

"My parents were always too busy to pay much attention to my problems. Dad held down two jobs and mom worked. We were just 'getting by.' They didn't have time to worry about my grades. Besides, dad dropped out after sixth grade himself," Walker said.

Despite several setbacks, Walker progressed to his sophomore year in high school. He was 19 years old and a self-described "tough guy."

"I still had bad grades, but I loved sports, so I was in football and track. Then, they dropped me out of sports because of the grades," he said. "That made me so mad, I just quit."

He said that was a decision he soon



Terry Walker

regretted. "It was just plain stupidity to quit. But I was too proud to go back," he said shaking his head.

Jobs were hard to find, especially when the applicant had problems filling in the forms. Walker worked for his father and in another body shop. He drove a loud car, cruised down Broadway every evening and just "hung out."

"I guess you could say I was troublemaker. I got in a lot of fights and stuff. There just wasn't anything to do here," he said.

Walker joined the National Guard and in 1966 married a girl from Missouri he had known for five years. "Suddenly, I really needed a job to support my family and didn't have one. I went regular Army in 1967," he continued. "No one ever questioned me about my reading or writing."

Walker trained as an ammunition storage specialist and his wife had a baby. In 1968 he was sent to Vietnam, an experience he said he'll never forget. After re-enlisting he was stationed at Savannah, Ga., until 1972. "They said they wanted to send me back to Nam and I said no way. I made it through 12 months the first time and didn't want to try again," he said. "Besides, the Army had changed. In the beginning I liked it, but later there was too much dope and they weren't as strict as before."

When Walker returned to Mattoon, he

found jobs harder to find than before, especially for Vietnam veterans. He finally got hired at Superior Manufacturing and stayed until he was laid off six years later.

Then he did a 30-day stint with the telephone company and was again laid off. In between lay-offs, he was working part-time for Nichols Insulation, a local company, to make ends meet. His wife, also, was working.

Finally, he landed a job with Young Radiator. It lasted seven months and again — lay off. His unemployment ran out and still no job.

"There were a few times over the years when my reading really held me back and more times than I can count when I managed to fool everyone. My daughter used to ask me to help her with her homework, but I could always manage to have something else I had to do. The few times I looked at it (homework), it looked Greek to me," he said. "Eventually, my wife realized my problem, but I don't think she knew for a long time."

Walker's wife and teenage daughter encouraged him to enter the Upward Bound program for veterans at Lake Land.

"I came out here and took the test. It was pretty bad so they sent me over to the individualized learning center. They helped me tremendously and I took my GED test and passed," he said.

In January, Walker was hired part-time at Lake Land College and took a full-time job Feb. 12.

Walker credits his teachers, his wife and daughter for encouraging him to go on when he wanted to drop out again. Pat Hemmett, one of his teachers, said going through the program has also made an "amazing difference" in his self-confidence.

"The teachers here are just great. They work with you at your own pace. You don't have to worry about trying to keep up," he said.

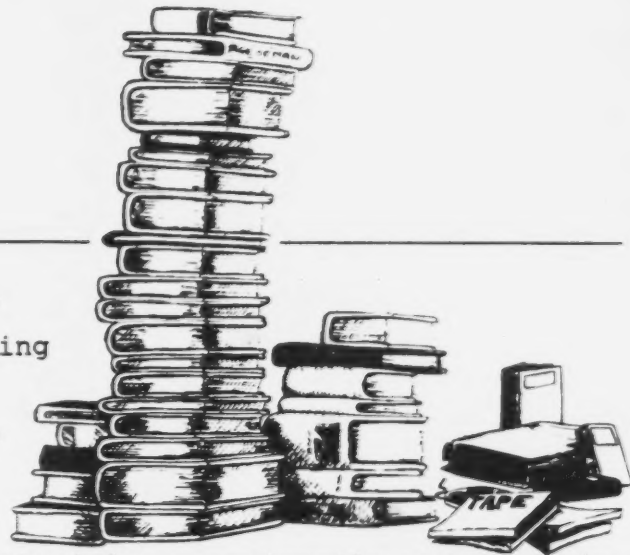
Eventually, Walker said, he would like to return to school and for the first time in his life his future looks bright.

"As time goes on, we're all going to need more and more education," he added. "The time has past when you could get by in life with a sixth grade education."

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Materials Selection

Print materials for adult new learners are developed according to graded ability levels, primarily on the basis of the level of difficulty of the vocabulary used in the text.



These controlled vocabulary materials are primarily paperback in a variety of sizes. Print resources include not only materials for the adult new learner, but items for the tutors and instructors. Audiovisual materials primarily include audiocassettes, videocassettes, and microcomputer software. Instructors and tutors use and encourage student use of audiovisual materials to supplement print work. For example, new speakers of English could use audiocassettes to practice speaking skills. Videocassettes can supplement G.E.D. classroom instruction or give information on employment strategies. Microcomputer software could aid students in refining writing, reading, and math skills by providing additional practice outside their tutoring or classes. For the literacy providers, several software packages on

readability formulae are available as well. Audiovisual materials serve another purpose for the adult new learner: providing needed information aurally. One example of this use would be for a library to tape a "tour" of the library to guide new patrons (not just adult new readers) through the library collections and provide information on how to use the library.

Within these two formats, materials can be categorized by their content. These types include:

Coping skills or life skills, including homemaking and consumer education, job strategies, health, government, money management, and community services. These topics that provide information adults need for everyday living are used to teach basic skills.

Basic English/Reading Skills, including grammar, phonetics, reading comprehension, and vocabulary, likely to include workbooks and programmed series.

Mathematics for everyday use, such as measurement, time, money, and bookkeeping.

G.E.D. (General Educational Development) refers to the test taken for high school diplomas (often called the high school equivalency exam). Materials relate to the content areas of the exam. Pre-G.E.D. materials cover math and reading skills needed before entering G.E.D. classes (grades 5-7).

Leisure reading focuses on materials, primarily fiction and biography, which appeal to an adult and are similar to paperbacks traditionally purchased by libraries.

Books for teachers/tutors, including teaching styles/skills and lesson activities.

Within each of these categories are English as a second language (ESL) materials and resources at various reading levels. Adult materials in the lowest reading levels (basic skills) are the hardest to locate, although this is improving. Appendix V is a chart which reviews the various levels of the materials.

SELECTING MATERIALS

For the librarian faced with the task of selecting materials for the literacy collection, five main approaches are used:

-
- 1) selection from standard lists;
 - 2) selection from publishers' catalogs;
 - 3) selection from reviews;
 - 4) examination of materials at exhibits or at another institution; and
 - 5) selection based on recommendations from other literacy providers.

In reality, most libraries will use a combination of several of these approaches.

Bibliographies of materials for adult new readers are a good place to begin. Several bibliographies are available, but some of the most comprehensive (and frequently updated) include:

- 1) Bibliography of Basic Materials (Library Volunteers of America [LVA], 1980).
- 2) Books for Adult New Readers (Project: LEARN, 1984).
- 3) Core Library for Literacy and Conversational English Programs (LVA, 1984).
- 4) Literacy Resources (Enoch Pratt Free Library, 1983).

- 5) Reader Development Bibliography (Free Library of Philadelphia, 1982). Contains excellent introduction on selection of materials.

Besides these lists, other libraries irregularly publish booklists of materials they own.

Questions to ask about these standard lists are: is the list comprehensive (does it list everything owned by the agency?) or is the list selective (are these among the best items available?). When critiquing a literacy bibliography other features to look for are indications of reading level, format, and subject of the materials and annotations. Selection criteria used in determining entries in the list should be indicated.

For example, the Reader Development Bibliography identifies five criteria for selection including reading level, subject, style, format, and cost. The Project: LEARN bibliography expands this list to include 14 criteria which expand the basic five in the former list. The level of the materials are determined by using a "readability" formula. Two of the most common are Fry's Readability Graph and the Gunning Fog Index. These criteria are useful not only for critiquing the bibliography, but

in selecting materials for your library. Any of these bibliographies are a good source for criteria to guide selection.

To locate new materials and to check on availability of materials, librarians can request publishers' catalogs. A list of publishers in the literacy field is in Appendix I to aid in requesting catalogs. When requesting catalogs, ask for information on library discounts. Some publishers report that the prices listed are the reduced, educational price. Others offer varying discounts to libraries ranging from 10 to 20 percent. Since the publishers' catalogs are designed to sell materials, it is important to try to combine selection of materials from the catalogs with one of the other methods suggested here.

The two main review sources readily available to librarians are Booklist (ALA) and Pivot, the newsletter of the Reader Development Program. Booklist contains a quarterly column "Adult Basic Education" which reviews materials for adult new learners. Pivot, produced by the Free Library of Philadelphia, also includes selected reviews. the written word, a newsletter published by Contact Literacy Center (P.O. Box 81826, Lincoln, NE 68501), often includes reviews, especially of materials of interest to tutors and basic skills instructors. In addition

to these sources, state and local literacy councils, adult educator groups, and literacy coalitions may produce newsletters that include reviews of adult basic education materials.

Librarians often have the opportunity to attend meetings where exhibits of adult education materials are displayed. Since literacy materials vary in format and style, it may be useful to see the physical items. In addition to library meetings, also check options for attending exhibits at adult education conferences. As an alternative to this, visit libraries or learning resource labs that already have literacy materials. Searching out these collections serves multiple purposes. Not only is it useful for selection, it helps the library identify other literacy collections in the area, opens the lines of communication with literacy providers, and identifies gaps in available literacy collections.

As with the other library collections, recommendations can be used in selection. Literacy providers are an excellent source for aid in selection based on their experiences with students. As with viewing literacy collections, this selection approach has the added benefit of starting and/or strengthening the communication among literacy providers and

informing them of materials available in the library. With this first-hand knowledge of the library's materials, instructors and tutors are more likely to use the collection and refer students.

No matter what selection approach is used "select with great care in relation to the local clientele's and community's needs and interests and type of library program" (Lyman, 1977, p. 132). O'Brien (1984), in introducing the "Core Collection Recommendation," reinforces this need: ". . . any selection of the best of the best' fails to take into consideration the specific needs of each individual library's unique clientele" (p. 230). Cooperative activities along with community assessment aid the librarian in developing a literacy collection that meets the need of the community.

ACQUISITIONS

To purchase print and audiovisual materials, two options exist: acquire materials through a vendor or purchase directly from the publisher.

At this point in time, it is not clearly a benefit to use a vendor for purchasing these materials. Because the literacy materials may be considered specialized materials, major vendors may not have a large stock on hand requiring them to

go to the publisher with each order. In addition, especially for print materials, the paperback format is the most prevalent and small publishing houses may be the rule; this often results in lower or no discount on the materials. Vendors, however, are beginning to advertise the availability of these materials.

As an alternative, consider going directly to the individual publishers. You will receive more rapid service and some offer discounts to libraries. Those that do not specify a discount indicate that the price quoted is the discount price for educational institutions. Although a multiple order process is required, the speed of receipt and the reduction of follow-up paperwork on unfilled orders with a larger vendor may balance this out. A selected list of publishers is in Appendix I to help in ordering. Additional publishers are listed in the LVA (1984) and O'Brien (1984) bibliographies. The list includes publishers of print and audiovisual materials.

Either approach has its pros and cons. You may want to try ordering both ways to determine the most effective method. For audiovisual materials, the direct order approach is the most efficient and may result in some educational discounts. Whenever possible, preview audiovisual materials before purchase, especially videotapes

and computer software. Invite adult education providers to preview the selections. This has the advantage of both getting more varied expert opinions, as well as publicizing the materials to this client group.

ORGANIZATION AND DISPLAY OF COLLECTION

Two principles apply when deciding how to organize and display the library's literacy collection: **KEEP IT SIMPLE** and **MAKE IT VISIBLE**. These two principles, combined with a willingness to experiment to try the most practical approach for your library, can help make the literacy collection one that is used frequently.

Because the print materials for the most part are relatively inexpensive, you may want to process and catalog these materials the same way you process paperbacks. This would simply include a pocket and checkout card for manual circulation systems and an ownership stamp on the title page. For books with answer keys, consider attaching the answer key to the cover to prevent loss of related materials.

You can use a variety of approaches to identify the collection. Colored dots or

tape can distinguish literacy materials from other materials and aid in reshelving the books. You can refine this approach by using different colors for various reading levels or subject areas. For smaller collections, this subject breakdown may be unnecessary. In Ohio, the libraries have adopted a literacy symbol to aid people in identifying literacy collections. Letter codes for the name of the collection, such as AE for adult education, can be typed on the label and pocket to aid in shelving and locating materials.

The literacy collections can be considered a browsing collection, especially for adult new readers. For this reason, as well as the ephemeral nature of the materials, many libraries do not catalog the literacy materials. Bayley (1980) says that "as strong as the temptation may be to catalog your new reader collection, resist!" Her reasons include: that new readers are not going to use a catalog (they will either browse or ask the librarian) and new library users are easily overwhelmed by library jargon and processes. Instead, materials are arranged on the shelf in broad subject categories, e.g., health, jobs, money management, self-improvement.

If a card file or entry on an online catalog is desired, broad subject headings should be used as a guide primarily for adult basic education instructors, tutors, those looking for materials for new readers, and library staff. Two approaches can be used simultaneously in cataloging the materials. First, general subject headings may be assigned that correspond to the subject arrangement or color-coding used in shelving the collection.

Second, a subject heading could be assigned which will pull together all the literacy materials in the catalog. If you are using Library of Congress subject headings, for example, your choices could include: Reading (Adult education); Elementary education of adults; New literates, Writing for; or Adult education. Related terms which might be used include: Illiteracy (for materials on the problem of illiteracy); Libraries and new literates (for materials about library services to adult new learners); and High interest-low vocabulary books (used most often for children's and young adult materials, although LC has begun using it for some adult materials as well).

Sears List of Subject Headings gives you the options of Adult education or Reading materials. Related terms would be Illiteracy and Easy reading

materials (used primarily for children's materials). Other headings that might prove useful for the library would be Adult new learner, Basic skills (Adult), Adult new reader or Literacy materials. Whichever heading is used, try to be consistent in the use of the term in order to collect all the entries in one place in your catalog.

In contrast to some of your regular library patrons, the adult new learner or literacy provider is not as likely to ask for an item by author or title. Instead, the request might be for a topic of interest or for a specific tool such as a dictionary. Keeping in mind the "keep it simple" motto, the library might consider not using author and title access unless the demand indicates a need for this approach. Unfortunately, little is known about how adult new learners phrase information requests or how they use the library that can aid the librarian in organizing the collection.

Two other alternatives for organizing the collection include printing bibliographies of materials to distribute to instructors and tutors and keeping a separate catalog of literacy materials. The option least desirable for serving the public would be a separate catalog. While the library wants to clearly identify the literacy collection, a patron

might be made to feel "different" from other patrons if the librarian needs to check a separate file for the literacy materials. If catalog entries are made, these should be filed with all other catalog entries.

Displaying literacy materials presents the librarian with two main options: interfiling the materials with the rest of the collection or having a separate collection. The advantages of interfiling are that like topics are shelved together, regardless of reading level; that other patrons are encouraged to use the materials; and that the adult new learner is not easily identified when looking for materials. The advantages of having a separate collection are that it is easily identified to the new library user; using the catalog to find the materials is not required; and it is easier to publicize the collection when separated. The difficulty for the adult new learner to find materials that are interfiled, however, becomes the over-riding factor in deciding which approach to use.

Adult educators and librarians encourage the use of a separate collection, referred to by Bayley (1980) as "browsing stations." Adult new learners have several barriers to cross before coming to the library; having a readily available collection reduces the additional barriers of using the catalog, understanding the

classification system, and having to admit this lack of understanding to the librarian.

Shelving for the collection can be the traditional book shelves, paperback racks, record bins, or display cases. If using regular book shelves, allow enough room for displaying some titles face out to draw attention to the materials. The main disadvantage of regular shelving is that many of the materials are very narrow, and side-by-side shelving makes identifying the books difficult. Paperback racks need wider holders to accommodate the varying sizes of literacy books. These have the advantage of face out display and can be less formal than regular shelving. These racks also can be placed in varying locations in the library which allows for experimentation by library staff for identifying the most effective location for the collection.

Record bins provide for face out display and can be located near the audiovisual area, which may be an area where adult new readers feel more comfortable and less conspicuous. Book display units can be intermingled with other library displays and give the appearance of a collection being highlighted just as other parts of the collection are periodically emphasized. These display units often come with an attached bulletin board that can be varied as desired. The only

option that should not be considered is filing the collection in a pamphlet file. It runs counter to the basic principle of "keep it visible" and should be avoided at all costs.

Whatever shelving unit is used, the key to success is that it should be clearly identified, colorful, and inviting. In this respect, the literacy collection is no different from other special collections in the library. McCallan (1979) recommends that the collection "be in a conspicuous area, easily seen by anyone entering the door and labeled in such a way that anyone feel free to browse in it." The library has several options for naming the collection. Some suggestions include:

- The Reading Collection
- Reader Development Collection
- Library Learning Center
- Refresh Your Skills
- The Learning Place
- Basic Skills Collection
- Adult New Learner Collection
- Adult Education Collection

Within this collection, subcategories can be identified. Weibel (1984) suggests three categories: learning (includes art, biography, religion, history, government); leisure (includes fiction, humor, sports, crafts and hobbies); and living (includes basic skills such as reading, math, GED materials and

coping skills such as health, money management, home, and family).

In setting up your literacy collection, talk with the people who will be using the collection for ideas. This would include literacy volunteers, adult basic education instructors, and adult new learners themselves. This is another example of the need for cooperative efforts and can serve a dual purpose: to receive input on the organization of your collection and to publicize the new materials at the same time.

FURTHER READING

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Buckingham, Melissa Forinash, comp. Reader Development Bibliography: Books Recommended for Adult New Readers. Syracuse, NY: New Readers Press, 1982.

Fornish, Melissa. "Materials Selection for ABE Collections." Drexel Library Quarterly, 14 (October 1978): 14-32.

Gilliland, Lois. Microcomputer Bibliography for ABE/GED Basic Skills Instruction. Wausau, WI: North Central Technical Institute, 1983 (distributed by The New Jersey Adult Education Dissemination Project, Office of Adult Continuing Education, Glassboro State College, Triad Bldg./B-Wing, Glassboro, NJ 08028)

Guellette, David G., ed. Microcomputers for Adult Learning: Potentials and Perils. Chicago: Follett Publishing Co., 1982.

Heiser, Jane-Carol. Literacy Resources: An Annotated Check List for Tutors and Librarians. Baltimore, MD: Enoch Pratt Free Library, 1983.

Lawson, V.L. Thinking is a Basic Skill: Creating Humanities Materials for the Adult New Reader. Syracuse, NY: Literacy Volunteers of America, Inc., 1981.

Literacy Volunteers of America, Inc. Bibliography of Basic Materials. Syracuse, NY: author, 1980.

McCallan, Norma J. "Organizing ABE Materials." Drexel Library Quarterly, 14 (October 1978): 33-42.

O'Brien, Roberta Luther. Books for Adult New Readers. Cleveland, OH: Project: LEARN, 1984.

Weibel, Marguerite Crowley. The Library Literacy Collection: Using Library Resources with Adult Basic Education Students. Columbus, Ohio: Public Library of Columbus and Franklin County, 1984.

the written word. Lincoln, NE: Contact Literacy Center, monthly P.O. Box 81826, Lincoln, NE 68501-1826.

Appendices

I. SELECTED LIST OF PUBLISHERS OF ADULT EDUCATION MATERIALS

- ADDISON-WESLEY PUBLISHING CO. Reading, MA 08167
- ARCO PUBLISHING, INC. Educational Division, 215 Park Ave. South
New York, NY 10003
- BADGER HOUSE. P.O. Box 3872, Green Bay, WI 54303
- BLS RANDOM HOUSE SCHOOL DIVISION. 400 Hahn Road,
Westminster, MD 21157
- CALIFORNIA LANGUAGE LABORATORIES. P.O. Box 176,
Cupertino, CA 95014
- CAMBRIDGE. 888 Seventh Ave., New York, NY 10106
- CONTEMPORARY BOOKS. 180 N. Michigan Ave., Chicago, IL 60601
- CRESTWOOD HOUSE. P.O. Box 3427, Dept. 713, Hwy. 66 South,
Mankato, MN 56002-3427
- DLM TEACHING RESOURCES. P.O. Box 4000, One DLM Park,
Allen, TX 75002
- EDUCATIONAL ACTIVITIES, INC. P.O. Box 392, Freeport, NY 11520
- ELSEVIER-DUTTON, INC. 2 Park Avenue, New York, NY 10016
- ENGLISH LANGUAGE SERVICES. 5761 Buckingham Parkway,
Culver City, CA 90230
- FOLLETT LIBRARY BOOK COMPANY. 4506 Northwest Hwy.,
Crystal Lake, IL 60014
- FOLLETT PUBLISHING CO. 1010 W. Washington Blvd.,
Chicago, IL 60607
- GLOBE BOOK COMPANY. 50 W. 23rd St., New York, NY 10010
- HARTLEY COURSEWARE, INC. 123 Bridge St., Box 419,
Dimondale, MI 48821

HEINEMANN EDUCATIONAL BOOKS, INC. 4 Front St., Exeter, NH 03833

INSTRUCTIONAL/COMMUNICATIONS TECHNOLOGY, INC. 10 Stepar Pl.,
Huntington Station, New York, NY 11746

JAMESTOWN PUBLISHERS. P.O. Box 6743, Providence, RI 02940

K-12 MICROMEDIA. 172 Broadway, Woodcliff Lake, NJ 07675

LITERACY VOLUNTEERS OF AMERICA. 404 Oak Street,
Syracuse, NY 13202

LONGMAN, INC. 19 W. 44th St., New York, NY 10036

MICRO POWER & LIGHT. 12820 Hillcrest Road, Suite 224,
Dallas, TX 75230

MILLIKEN PUBLISHING COMPANY. 1100 Research Blvd.,
P.O. Box 21579, St. Louis, MO 63132

NATIONAL TEXTBOOK COMPANY. 8259 Niles Center Road,
Skokie, IL 60077

NEWBURY HOUSE PUBLISHERS. 54 Warehouse Lane, Rowley, MA 09169

NEW READERS PRESS. Division of Laubach Literacy International,
P.O. Box 131, Syracuse, NY 13210

OPPORTUNITIES FOR LEARNING, INC. 8950 Lurline Ave., Dept. L512,
Chatsworth, CA 91311

OXFORD UNIVERSITY PRESS. English Language Teaching Department,
200 Madison Ave., New York, NY 10016

PITMAN LEARNING, INC. 19 Davis Dr., Belmont, CA 94002

PRENTICE-HALL, INC. Educational Books Division, Englewood
Cliffs, NJ 07632

REGENTS PUBLISHING CO., INC. 2 Park Ave., New York, NY 10016

RESOURCES FOR LEARNING. 619 S. Main St., Lake Mills, WI 53551

SCIENCE RESEARCH ASSOCIATES, INC. 155 N. Wacker Dr.,
Chicago, IL 60606

SCHOLASTIC BOOK SERVICES. 50 W. 44th St., New York, NY 10036

SCOTT, FORESMAN & CO. Lifelong Learning Division, 1900 E. Lake
Ave., Glenview, IL 60025

SOCIETY FOR VISUAL EDUCATION. 1345 Diversey Parkway,
Chicago, IL 60614

THE SOFTWARE CONNECTION, LTD. P.O. Box 26676,
11712 W. North Ave., Milwaukee, WI 53226

STECK-VAUGHN CO. P.O. Box 2028, Austin, TX 78768

SUNBURST COMMUNICATIONS. Room BR4, 39 Washington Ave.,
Pleasantville, NY 10570

II. PLANNING CHECKLIST

A. LOOKING AT THE COMMUNITY

- ☐ Data resources
(census records, school reports, readings related to library literacy programs)
- ☐ Staff attitudes
Which staff members are interested in the problem and becoming involved?
- ☐ Library board attitudes
Awareness of problem, possibly by survey, meeting or interviews
Information needed by board members on the problem
- ☐ Community awareness
Newspaper/media coverage
Public hearings
Survey or interviews with key people

B. IDENTIFY LIBRARY RESOURCES FOR LITERACY

- ☐ Staff available
- ☐ Space/equipment
- ☐ Money
- ☐ Materials

C. IDENTIFY AGENCIES PROVIDING LITERACY SERVICES IN YOUR AREA

- ☐ Gather information on client group served, range of services, contact person and costs
- ☐ What are their perceptions of the role the library can play in literacy

D. DETERMINE GAPS OR WEAKNESSES WITH AREA SERVICES

E. MAKE A DECISION TO BECOME INVOLVED

F. IDENTIFY TARGET AUDIENCE(S)

- ☐ Adult new learners
- ☐ Providers
- ☐ Community
- ☐ Friends/family of illiterate adults

G. SET GOALS/OBJECTIVES FOR THE PROJECT

- ___ What changes do you want to see?
- ___ How will you know you've achieved the objectives?
- ___ What's the timeline for the objectives?

H. IDENTIFY RESOURCES NEEDED TO CARRY OUT THE PROJECT

- ___ Personnel
 - Volunteers
 - Existing staff
 - Added staff
- ___ Funds
 - Local budget
 - Donations
 - Grants

I. DETERMINE EVALUATION STRATEGIES

- ___ Measures you will use
- ___ Information to be collected
- ___ Tools you will need (e.g., survey, activity log)

J. DEVELOP A PLAN OF ACTION THAT INCORPORATES ALL THE INFORMATION GAINED IN A-I

- ___ What activities will be done?
- ___ Who will do it?
- ___ What is the timetable for project?
- ___ Resources needed to carry out the project
- ___ How will you know you accomplished the objectives?

III. SAMPLE NEEDS ASSESSMENT SURVEY

LINCOLN TRAIL LIBRARIES SYSTEM

LITERACY EDUCATION AND AWARENESS PROJECT SURVEY

Please fill out and return this survey by Monday, April 22, in the enclosed, stamped envelope.

To clarify questions you may have relating to some of the items in the following survey, a list of definitions is included below.

Illiteracy among adults is insufficient reading, writing and math skills for coping with everyday situations (for example, the inability to read bus schedules, fill out job applications or forms, balance a checkbook, etc.). This might also include those for whom English is a second language.

Adult new learner--an illiterate adult who is working to improve basic skills levels. Most often the adult is working with some type of literacy education provider.

Controlled vocabulary print materials--print materials developed according to graded ability levels, primarily on the basis of the level of difficulty of the vocabulary used in the text.

Audiovisual materials--these can include tape recordings for use with or without printed text to study basic skills and English, videocassette series on basic skills, and microcomputer software for adult new learners.

Basic skills--skills necessary to participate effectively in most everyday transactions--reading, writing and math.

Cooperative literacy projects--literacy projects involving two or more literacy education provider agencies (such as volunteer tutors, adult education centers, etc.).

1. Do you feel there is an illiteracy problem in your community?

☐ yes ☐ yes, but I don't know the extent of it ☐ no

↓
If yes, describe the extent of the illiteracy problem as you perceive it.

2. Are there activities going on in your community to combat illiteracy?

☐ yes ☐ yes, but I'm not familiar with them ☐ no

↓
If yes, what are they? Please provide names of organizations and/or individuals, if known.

How is your organization involved in this effort?

3. In the last six months, have you heard about literacy activities through media or personal contact?

☐ yes ☐ no

↓
If yes, where? (Check all that apply.)

☐ network television	☐ organization newsletters
☐ public television	☐ brochures
☐ radio	☐ meetings
☐ local newspapers	☐ personal contact
☐ national newspapers	☐ posters
☐ free newspapers (such as shoppers, student, etc.)	☐ magazines/periodicals

We are attempting to determine the role the library should play in local literacy efforts. The following questions look at this in two ways: what could be done given additional resources and what activities are possible given current resources. Please rank the following activities on a ten-point scale. Please circle the appropriate number.

4. Assuming additional resources are available, in what ways should the library be involved in literacy activities?

	Not Desirable					Highly Desirable				
a. Publicizing all types of literacy activities	1	2	3	4	5	6	7	8	9	10
b. Providing controlled-vocabulary print materials for adult new learners	1	2	3	4	5	6	7	8	9	10
c. Providing tutor training	1	2	3	4	5	6	7	8	9	10
d. Coordinating tutoring schedules and training volunteer tutors	1	2	3	4	5	6	7	8	9	10
e. Providing space for tutoring	1	2	3	4	5	6	7	8	9	10
f. Providing audio cassette materials for adult new learners	1	2	3	4	5	6	7	8	9	10
g. Providing basic skills micro- computer software for adult new learners	1	2	3	4	5	6	7	8	9	10
h. Participating in cooperative literacy council in your area	1	2	3	4	5	6	7	8	9	10
i. Producing bibliographies of literacy materials	1	2	3	4	5	6	7	8	9	10
j. Referring potential students and volunteer tutors to other providers	1	2	3	4	5	6	7	8	9	10
k. Policy of non-involvement by library	1	2	3	4	5	6	7	8	9	10
l. Other: _____	1	2	3	4	5	6	7	8	9	10

Of the activities listed above, which three are the most important? Write 1 next to the letter that corresponds to the most important activity, 2 for your second, 3 for your third.

a ____ b ____ c ____ d ____ e ____ f ____ g ____ h ____ i ____ j ____ k ____ l ____

5. Given current resources, which of the following library literacy activities are possible in your community?

	Not Desirable					Highly Desirable				
a. Publicizing all types of of literacy activities	1	2	3	4	5	6	7	8	9	10
b. Providing controlled-vocabulary print materials for adult new learners	1	2	3	4	5	6	7	8	9	10
c. Providing tutor training	1	2	3	4	5	6	7	8	9	10
d. Coordinating tutoring schedules and training volunteer tutors	1	2	3	4	5	6	7	8	9	10
e. Providing space for tutoring	1	2	3	4	5	6	7	8	9	10
f. Providing audio cassette materials for adult new learners	1	2	3	4	5	6	7	8	9	10
g. Providing basic skills micro- computer software for adult new learners	1	2	3	4	5	6	7	8	9	10
h. Participating in cooperative literacy council in your area	1	2	3	4	5	6	7	8	9	10
i. Producing bibliographies of literacy materials	1	2	3	4	5	6	7	8	9	10
j. Referring potential students and volunteer tutors to other providers	1	2	3	4	5	6	7	8	9	10
k. Policy of non-involvement by library	1	2	3	4	5	6	7	8	9	10
l. Other: _____	1	2	3	4	5	6	7	8	9	10

Of the activities listed above, which three are the most important? Write one next to the letter that corresponds to the most important activity, 2 for your second, 3 for your third.

a ___ b ___ c ___ d ___ e ___ f ___ g ___ h ___ i ___ j ___ k ___ l ___

6. Three main obstacles to carrying out library literacy activities are:

- a. _____
b. _____
c. _____

7. Could cooperative literacy projects aid your organization in serving adult new learners?

_____ yes _____ no

↓
If yes, in what ways could this cooperation be beneficial?

8. How important do you think the library's efforts are in literacy activities in relation to other library activities?

Not important

Very important

1 2 3 4 5 6 7 8 9 10

9. Please rate the following statements on a ten-point scale. Circle the appropriate number.

	Strongly Disagree					Strongly Agree				
a. Literacy programs are an essential service of libraries.	1	2	3	4	5	6	7	8	9	10
b. An important function of libraries in cooperative literacy programs is to provide tutoring.	1	2	3	4	5	6	7	8	9	10
c. Libraries should designate a portion of their budgets for literacy activities.	1	2	3	4	5	6	7	8	9	10
d. Library resources are better used for services other than literacy.	1	2	3	4	5	6	7	8	9	10
e. The involvement of libraries in literacy efforts is an unnecessary duplication of services.	1	2	3	4	5	6	7	8	9	10

	Strongly Disagree							Strongly Agree		
f. Libraries should become involved in literacy programs only with funding from outside sources.	1	2	3	4	5	6	7	8	9	10
g. Sponsoring literacy programs in libraries helps to fill the gaps between services provided by literacy agencies.	1	2	3	4	5	6	7	8	9	10
h. The primary purpose of libraries in cooperative literacy programs should be to provide controlled-vocabulary print materials.	1	2	3	4	5	6	7	8	9	10
i. Libraries should designate staff to be responsible for literacy programs.	1	2	3	4	5	6	7	8	9	10

Demographic information is asked on a separate page of the survey to help preserve confidentiality. This page will be separated from the remainder of the survey before it is returned to Lincoln Trail Libraries System.

Demographic Information:

10. Please indicate your type of agency:

- _____ volunteer tutoring council
- _____ adult basic education program
- _____ library (type: _____)
- _____ government agency (type: _____)
- _____ community organization (type: _____)
- _____ public library board
- _____ library Friends group
- _____ other (type: _____)

11. County: _____

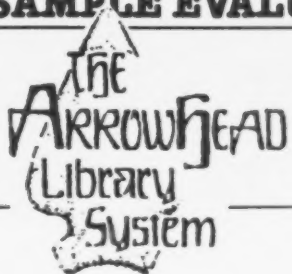
12. Size of the population your library/agency serves: _____

Other comments:

Thank you for your cooperation in filling out this survey. Please return it by Monday, April 22 in the stamped, enclosed envelope to:

Debra W. Johnson
417 E. Bluff
Madison, WI 53704

IV. SAMPLE EVALUATION SURVEY



17 North Franklin Street, Janesville, Wisconsin 53545
(608) 755-2490 Janice S. Farley, Administrator

April 23, 1985

Dear Colleague,

The Arrowhead Library System became involved in literacy activities in Rock County in 1983. This involvement was aided when the system received federal grant funds to actively engage in cooperative literacy activities. In order to assess the effectiveness of the project, we are asking you to evaluate the project as you know it.

Your responses to this questionnaire will assist us in improving the libraries and literacy project, as well as give us suggestions for further cooperative literacy activities. Since this is primarily an internal evaluation, please be as candid as possible in your answers. Your responses will be kept confidential.

We may need to contact you by telephone to help us interpret the results of the questionnaire. If this is necessary, this will occur in early May.

Please return the survey in the enclosed, stamped envelope by WEDNESDAY, MAY 1, 1985. Thank you for your assistance.

Sincerely,

Debra Johnson

Debra Wilcox Johnson
Library Consultant

1. Please indicate the extent of your general satisfaction with the library program as you know it. Circle the appropriate number. If you are unaware of the service, please check (X) the last column.

ARE YOU SATISFIED:	Highly Satisfied					Not Satisfied					Not Aware of Service
with the type of literacy print materials at the libraries?	1	2	3	4	5	6	7	8	9	10	----
with the competence of the library staff you worked with on this project?	1	2	3	4	5	6	7	8	9	10	----
with the basic skills microcomputer software available at the libraries?	1	2	3	4	5	6	7	8	9	10	----
with the audiocassettes for learning English?	1	2	3	4	5	6	7	8	9	10	----
with the amount of space available for classes or tutoring?	1	2	3	4	5	6	7	8	9	10	----
with the library policies regarding loan of literacy materials?	1	2	3	4	5	6	7	8	9	10	----
with the library policies regarding use of the microcomputer?	1	2	3	4	5	6	7	8	9	10	-----
with the willingness of library staff to assist you and your students?	1	2	3	4	5	6	7	8	9	10	-----
with the efforts to conduct cooperative activities?	1	2	3	4	5	6	7	8	9	10	-----
with the publicity materials produced?	1	2	3	4	5	6	7	8	9	10	-----
with the bibliographies produced?	1	2	3	4	5	6	7	8	9	10	-----
with the continuing education activities?	1	2	3	4	5	6	7	8	9	10	-----

2. Please check (X) the statements that best reflect those outcomes your program has experienced as a result of cooperative literacy activities.

- a. student recruitment was facilitated
- b. public awareness of the literacy problem increased
- c. confusion on the role of the library in literacy efforts was created
- d. public awareness of our program's services increased
- e. student use of the library increased
- f. increased use of the library by teachers/volunteers
- g. opportunities for continuing education for staff/volunteers increased
- h. administrative trivia increased
- i. increased knowledge of other literacy programs in the area
- j. increased awareness of the benefits of cooperative literacy programs
- k. other (please specify:-----

PLEASE CIRCLE THE LETTERS OF THE THREE MAIN BENEFITS OF THIS COOPERATIVE EFFORT. (Please limit this to three.)

3. Please describe in more detail some specific examples of the outcomes listed in #2.

(letter)

(letter)

(letter)

4. What improvements could be made in the library literacy program (components listed below) that would assist your organization and students to reach their goals?

Print materials

Audiovisual materials

Marketing and recruitment

Library policies

Cooperative projects

Other

5. What public library(ies) do you usually use in relation to your work with literacy?

6. I am primarily a(n):

___library staff member

___volunteer tutor

___ABE teacher/administrator

___Other (please specify: _____)

V. LEVELS OF MATERIALS: A CHART

	LEVEL I (Grades 0-3) Functionally Illiterate	LEVEL II (Grades 4-7) ABE, Pre-GED	LEVEL III (Grades 8-12) GED, High School	LEVEL IV (Grades 12+) ESL Only
Basic Reading	Alphabet, beginning phonics -- sounds of consonants and simple sound patterns. Word recognition. Basic writing -- manuscript and cursive started.	More advanced phonics patterns and word attack skills built to the point of independent reading. Reading comprehension skills start to be developed.	Assumes student knows phonics. Concentrates on reading better, comprehension, and application of reading skills to a particular subject area.	75
Leisure Reading	Short simple sentences and paragraphs -- one- to two-page articles or "stories."	More complex sentences and paragraphs but with controlled vocabulary. Articles and selections three to ten pages -- beginning novels.	Complex structure -- greatly increased vocabulary. Increased length, but not too long to be intimidating. Short novels, adaptations.	

	LEVEL I (Grades 0-3) Functionally Illiterate	LEVEL II (Grades 4-7) ABE, Pre-GED	LEVEL III (Grades 8-12) GED, High School	LEVEL IV (Grades 12+) ESL Only
Basic English	Basic sentence construction -- nouns, simple verb tenses, adjectives, pronouns.	Introduction to concepts and rules of spelling, grammar, vocabulary, punctuation, and capitalization. Basic study skills include use of dictionary and library, how to alphabetize, interpretation of simple charts and graphs.	Grammar, spelling, and vocabulary on a high-school level. Gives concepts and rules. Includes punctuation. Drills usage. Study skills include note-taking, organization, use of reference tools, interpretation of charts and graphs.	76
Mathematics	Basic concepts of numbers, counting, simple addition, subtraction, multiplication, and division.	General practice and application of addition, subtraction, multiplication, and division. Assumes knowledge of basics.	Application of basic operations (addition, subtraction, multiplication, division) to decimals and fractions. Introduction to high school algebra, geometry, and trigonometry.	